

Self-Assessment Validation System  
For  
Abbott Preschool Programs

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## Introduction

The mandate of Abbott VI requires an assessment of all school and community-based preschool programs and the development and implementation of improvement plans to enable them to meet high-quality standards. The Self-Assessment Validation System (SAVS) has been developed to meet this mandate and to assist with program improvement. The criteria and protocol in this document will guide this multi-phase process.

The Office of Early Childhood Education has released a number of documents directly related to assuring quality preschool programs. It is important for each of these documents to be viewed collectively and not as separate entities. The primary focus of the SAVS is program improvement augmented by fiscal accountability. Each program area addressed in the SAVS can also be found in the ***Abbott Preschool Program Implementation Guidelines***. Districts are familiar with the guidelines as they used them when writing their Three-year Operational Plans and developing one year budgets. Also, several of the areas in the SAVS are reflective of the ***Preschool Teaching and Learning Expectations: Standards of Quality*** document. Additionally, the Early Learning Improvement Consortium (ELIC) has been working in districts to conduct formal evaluations and observations of classrooms and compiling data that will assist with the SAVS.

The SAVS, by having a focus on program improvement, will be a gradual process and not a quick fix, thus there will initially be two phases. The following explains what will take place in each phase.

### **Phase I:**

In this phase, the Early Childhood Supervisor and the assigned Department of Education liaison will work together, along with other relevant parties, primarily the newly established Early Childhood Advisory Council, to support their district's preschool program. Almost all areas of the SAVS are rated in Phase I of the process. However, the expectation is that there will be many criteria that are not "fully met." These areas will inform plan revisions and budget requests and serve as areas of concentration for the district. Throughout Phase I, the DOE liaison will support the district and help to devise a plan that will enable them to improve the sections that are "not yet" or "in progress." Since the SAVS is a program improvement tool, districts are encouraged to look critically and honestly at their programs. While there will be official validation at the end of Phase II, Phase I should be viewed as a time for self-assessment and planning for improvement.

### **Phase II**

Certain sections of the SAVS will not be evaluated until spring 2004 as they represent new standards and are not yet well-established in districts. ***These criteria and indicators are italicized for easy identification.*** Phase II will allow the district and the DOE liaison to revisit the sections rated in Phase I and note growth, as well as areas still in need of development. As part of Phase II, a validation team, composed of individuals with expertise relevant to your district, will verify the information that has been reported in the

SAVS. Team members may include DOE representatives from other offices, including special education or bilingual education, Department of Human Services child care specialists, volunteers from other districts and community providers, along with DOE fiscal officers. The length of the visit will be contingent upon the size of the district. The team may conduct interviews, observations and checks of databases and consult other sources of information outlined in the SAVS. Results of the validation process will be shared with the district at the end of the visit.

Only two phases are anticipated at this time. However, it is important to keep in mind that the SAVS is not a final product, rather a working document. Changes are likely to occur as the SAVS is put into practice.

### **Key Terms:**

*Criterion:* standard by which the components of the program will be rated.

*Indicator:* important points to consider when rating a criterion.

*Preschool Program:* all preschool classrooms in-district and in community providers.

*Teachers:* all teachers in preschool classrooms in-district and in community providers.

### **Scoring:**

*The following scoring protocol is adapted from the Accreditation Criteria & Procedures of the National Association for the Education of Young Children, 1998*

<b>Not Yet [1]</b>	<b>In Progress [2]</b>	<b>Fully Met [3]</b>
This criterion is not met.	The criterion is partially met.	The criterion is completely met.
There is little evidence that this statement accurately describes the program but plans may have been developed.	There is some evidence that this statement accurately describes the program. Plans have been developed and initiated but full realization is not yet accomplished.	There is a great deal of evidence that this statement accurately describes the program.  For a criterion to rate a [3], all indicators related to the criterion must be present. (It also is possible for all indicators to be present without rating the criterion a [3]).

Each criterion will be rated by placing a check mark in only one of the boxes.  
Explanations of ratings will be given in the blank space provided beside each criterion.

- the criterion is rated not yet [1]
- the criterion is in progress [2]
- the criterion is fully met [3]—no explanation is needed for this rating.

**Program Area:**  
***Mission/Philosophy***

**Rationale:** A mission statement should be unique to the community it serves and reflective of basic preschool principles. Also, mission statements should provide direction for the program and outline the ethical responsibilities of all staff. While philosophies generally inform the curriculum, they should also establish core values. The primary purpose of a mission statement/philosophy is to assure that program decisions are appropriate for all preschool children. An effective mission statement will resonate with the people working in and for the district, as well as with the different constituencies that the district hopes to affect. It must express the preschool program's purpose in a way that inspires commitment, innovation, and courage in both the school system and the community at large.

**Criterion 1: The preschool program has an effective mission statement reflective of sound preschool pedagogy and is responsive to the specific characteristics of the community.**

Not yet      In progress      Fully met

☐ 1

☐ 2

☐ 3

**Indicators:**

- ☐ The statement identifies the preschool program's guiding principles and beliefs.
- ☐ The statement is designed to motivate and guide preschool decisions.
- ☐ The statement is grounded in research-based, proven pedagogy.
- ☐ The statement identifies the opportunities or needs it will address (purpose).
- ☐ The statement is designed to be inclusive of all children.
- ☐ The statement was developed with input from staff, families, community partners, private providers and the Early Childhood Advisory Council.

**Sources of Information:**

- Written statement
- Evidence of statement in other documents
- Three-year Preschool Operational Plan

**Program Area:**  
***Administration***

**Rationale:** Key to the success of any program is educational leadership and administrative oversight. To effectively operate high-quality preschool programs, school administrators must play an integral role in planning, execution, oversight, and evaluation of the preschool agenda. Individuals filling administrative positions should serve as educational leaders rather than simply managers. The role of the fiscal specialist should be to help private providers develop their program budgets, to monitor compliance with the contract, and to be responsible for collecting and reporting teacher tracking and certification information.

**Educational Leadership**

**Criterion 1: Administrators overseeing the preschool program and educational leaders have the proper qualifications and training specific to early childhood education.**

Not yet

In progress

Fully met

☐ 1

☐ 2

☐ 3

**Indicators:**

- ☐ All administrators possess early childhood credentials or pursue training in early childhood programming and practices.
- ☐ There is evidence of communication among all areas of administration, including special education and bilingual education which informs decision-making.
- ☐ Administrators serve as educational leaders by designing education initiatives based on systematic program evaluation.
- ☐ Preschool administrators are advocates for the preschool program within the district and actively share their knowledge and experience of the preschool program with other district and school administrators, increasing general awareness of the preschool program and best practice.

**Sources of Information:**

- Database



**Program Area:**  
***Administration-continued***

**Criterion 2: Principals should have experience in early childhood education and proper qualification.**

Not yet	In progress	Fully met	NA
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**Indicators:**

- ☐ Principals are knowledgeable of the curriculum.
- ☐ Principals possess early childhood credentials or pursue training in early childhood programming and practices.

**Sources of Information:**

- Database

**Fiscal Accountability**

The criteria listed within this section should be the responsibility of the fiscal specialist or designee assigned to such tasks (e.g. business administrator).

**Criterion 3: The fiscal specialist has a working knowledge of the preschool program.**

Not yet	In progress	Fully met	NA
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**Indicator:**

- ☐ The fiscal specialist is familiar with the requirements of the program, including the Abbott decisions, administrative code, program implementation and budget guidelines, and the preschool contract.

**Criterion 4: The fiscal specialist has a working familiarity with professional accounting standards and the proper training and skills to perform rigorous analyses of preschool provider budgets and required financial statements.**

Not yet	In progress	Fully met	NA
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**Indicators:**

- ☐ The fiscal specialist has prior working experience with professional accounting standards, or in analyzing public school or non-profit budgets and financial statements.

**Program Area:**  
***Administration-continued***

- ☐ The fiscal specialist has professional certification in budgeting and/or accounting (CPA, CFE, etc.) or has engaged in rigorous professional development activities to strengthen his/her knowledge and skills in these areas.
- ☐ The fiscal specialist demonstrates the requisite computer/technology skills to perform complex spreadsheet analyses or to assist preschool providers in the selection and/or implementation of accounting software (e.g., QuickBooks, etc.)
- ☐ The fiscal specialist provides training and assistance to providers on budget development, accounting, and expense reporting.

**Sources of Information:**

- Resume

**Criterion 5: The fiscal specialist regularly collects and analyzes budgets and financial reports from private providers to ensure that their expenditures conform to approved budgets; fiscal practices conform to district contractual terms; and general fiscal integrity is maintained.**

Not yet	In progress	Fully met	N A
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**Indicators:**

- ☐ The fiscal specialist provides examples of analyses performed on private provider quarterly financial statements and annual external audits. These analyses compare actual spending to budgeted appropriations to ensure that monies are spent as intended.
- ☐ *The fiscal specialist can provide examples of analyses performed on submitted preschool budgets to ensure conformity with DOE regulations (FTE/salary analysis, indirect costs, materials/supplies etc.). \**

*\* Criterion in italics represent new standards that may not be in effect until Phase II.*

**Program Area:**  
***Administration-continued***

☐ *The fiscal specialist provides examples of appropriate action once financial, legal, or contractual discrepancies have been discovered during the regular course of monitoring (e.g., provide formal notification of supervisor, seek additional information/documentation, alert appropriate DOE/DHS authorities). \**

*\* Criterion in italics represent new standards that may not be in effect until Phase II.*

☐ The fiscal specialist provides technical assistance to providers.

**Sources of Information:**

- Quarterly Financial Reports
- Evidence of meetings with providers

**Criterion 6: The fiscal specialist collects and reports teachers' tracking and certification information.**

Not yet

In progress

Fully met

☐ 1

☐ 2

☐ 3

**Indicator:**

☐ An up-to-date database containing teacher tracking and certification is accessible by supervisors and others identified as needing access to this information.

**Sources of Information:**

- Database

**Program Area:**  
***Recruitment and Outreach***

**Rationale:** All age-appropriate children residing in the Abbott districts are eligible for services. Issues such as toilet training, immigration status, and other individual circumstances cannot prevent a child from receiving services. In fact, the mandate is to serve all eligible children. Individual districts are unique and, therefore, no single recruitment strategy will work across districts. Rather, given the socio-economic status, as well as the location of a specific school district, certain approaches may be more effective. The school district, along with the Early Childhood Advisory Council, should take the time to research and analyze the most effective public information strategies for its community.

**Criterion 1: Multiple recruitment strategies are being used.**

Not yet      In progress      Fully met

☐<sub>1</sub>      ☐<sub>2</sub>      ☐<sub>3</sub>

**Indicators:**

- ☐ Public awareness strategies such as fliers, phone information services, cable television, and public service announcements via the radio in appropriate languages are used. Various community resources are involved in suggesting recruitment methods, including the Early Childhood Advisory Council.
  
- ☐ Public awareness strategies and materials in languages relevant to service population clearly indicate to the community that early childhood programs are available to children with special needs.

**Criterion 2: Accurate enrollment data is collected, maintained, and updated as needed.**

Not yet      In progress      Fully met

☐<sub>1</sub>      ☐<sub>2</sub>      ☐<sub>3</sub>

**Indicators:**

- ☐ Abbott Uniform Preschool Enrollment form is used during registration.
  
- ☐ Assistance is available for parents who are unable to read and/or write.
  
- ☐ Translators or forms in native language are available for those whose first language is not English.
  
- ☐ Residency is confirmed.

**Program Area:**

***Recruitment and Outreach-continued***

- ☐ District has centralized enrollment procedures that occur year round.
- ☐ Only age and residency status are used to determine eligibility.

**Sources of Information:**

- Samples of strategies/materials used for outreach and recruitment
- Early Childhood Advisory Council minutes

**Program Area:**  
***Facilities***

**Rationale:** Facilities that provide safe and healthy learning environments are educationally adequate, and meet the Preschool Teaching and Learning Expectations: Standards of Quality and the Abbott Preschool Program Implementation Guidelines are essential to the realization of the New Jersey Supreme Court mandate that the children in the Abbott districts receive a high-quality, thorough and efficient preschool education. The physical environment affects both the behavior and development of children and the adults working in that environment.

**Criterion 1:** An amended long-range facility plan (LRFP) that is based on an assessment of the universe, demographic trends, housing patterns and community needs has been submitted by the district.

Not yet

☐ 1

In progress

☐ 2

Fully met

☐ 3

**Indicators:**

- ☐ The Early Childhood Advisory Council has been involved in the development of the amended LRFP.
- ☐ The LRFP provides for classroom space to serve at least 90 percent of eligible three- and four-year-olds by the 2005-2006 school year.
- ☐ The district plan does not supplant currently contracted child care providers who meet regulations and contract specifications.
- ☐ The LRFP provides for full inclusion of children served by federally funded Head Start programs.

Not yet

☐ 1

In progress

☐ 2

Fully met

☐ 3

**Criterion 2:** ECERS-R results and other facilities evaluations are used to assess the adequacy of school facilities and as a basis for improvements.

**Program Area:**

***Facilities-continued***

**Sources of Information:**

- Facilities assessment based on a needs assessment ( Indicators and Standards for Improving Schools – ISIS ) conducted by the district board of education
- LRFP
- ECERS-R results
- ELIC reports

**Program Area:**  
***Community Collaboration***

**Rationale:** It is considerably easier for children to develop and learn with the support of strong families who, in turn, enjoy the support of individuals and institutions in their surrounding communities. When families, schools, and community institutions (e.g., local businesses, community colleges, and health agencies) collectively agree upon their goals and decide how to reach them, everyone benefits. Effective collaborative relationships require communication that values and respects the opinion, perspectives, and rights of each partner. Ultimately, everyone in the district and community should understand that he/she is part of the same program.

**Criterion 1: The Early Childhood Advisory Council includes appropriate community representatives, meets regularly, and is integrally involved in advising on the preschool program.**

Not yet      In progress      Fully met

☐<sub>1</sub>      ☐<sub>2</sub>      ☐<sub>3</sub>

**Indicators:**

- ☐ The advisory council is representative of the community and may include, but is not limited to, the following groups: private providers, higher education, mental health agencies, kindergarten/first grade teachers, NAACP, social service providers, Head Start agencies, and child and family advocates.
- ☐ The advisory council includes a representative of the Office of Early Childhood Education as an ex- officio member.
- ☐ Plans have been set in motion to recruit a candidate to fill the new position of Community and Parent Involvement Specialist who will staff the advisory council and oversee/facilitate the community needs assessment.

**Sources of Information:**

- Advisory Council Membership Roster
- Advisory Council Action Plan (designated responsibilities)
- Advisory Council Bylaws
- Minutes



**Program Area:**  
***Community Collaboration-continued***

<b>Criterion 2: There are regularly scheduled meetings with providers, including Head Start.</b>	Not yet <input type="checkbox"/> _1	In progress <input type="checkbox"/> _2	Fully met <input type="checkbox"/> _3	N A <input type="checkbox"/> _4
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**Indicators:**

- ☐ Meetings include provider directors, Head Start directors and, when appropriate, principals and vice principals.
- ☐ There is a system in place to make certain that minutes are taken at each meeting and distributed for review.

**Sources of Information:**

- Meeting dates
- Minutes

<b>Criterion 3: The needs and goals of the community are being met.</b>	Not yet <input type="checkbox"/> _1	In progress <input type="checkbox"/> _2	Fully met <input type="checkbox"/> _3
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**Indicators:**

- ☐ A community assessment takes place regularly.
- ☐ Records that document new linkages and an ability to obtain additional resources are available.

**Program Area:**  
***Head Start***

**Rationale:** In Abbott VIII (February 2002), the New Jersey Supreme Court made clear its mandate to fully include in Abbott preschool those children served in federally funded Head Start programs. To avoid “duplicate[ing] programs or services otherwise available in the community,” as required by *N.J.A.C. 6A:24-3.3(b)*, districts should utilize Head Start providers unless they are not “able and willing to comply” with Abbott preschool standards, or unless the cost of doing so is demonstrably more expensive than other high-quality alternatives. The DOE need not offer additional funding for services designed to meet federal regulations unless there is a need to improve those services to meet state standards.

**Criterion 1: District works to ensure full inclusion of Head Start.**

Not yet   In progress   Fully met   N A

☐<sub>1</sub>   ☐<sub>2</sub>   ☐<sub>3</sub>   ☐<sub>4</sub>

**Indicators:**

- ☐ Inclusion plan has been developed and submitted to the DOE.
- ☐ Joint pre-service and professional development sessions are held to address curriculum issues.
- ☐ Joint discussions are held to determine who will lead teacher training and topics to be covered are a shared decision.
- ☐ All staff members are aware of the *Preschool Teaching and Learning Expectations: Standards of Quality*.

**Sources of Information:**

- Head Start Plan
- Attendance records
- Minutes

**Program Area:**  
***Curriculum and Program***

**Rationale:** Curriculum broadly speaking is what schools teach. This includes all that is planned for children in the classroom, such as learning centers, morning circle, or a teacher-initiated small-group activity. Curriculum also includes the unplanned - those experiences a child has while building a bridge with paper towel tubes, string and popsicle sticks, waiting for the bus, eating at the snack table, or having a temper tantrum. Curriculum, then, is the entire range of experiences that children have at school. Creative arts, health, safety, and physical education, language arts literacy, mathematics, science, social studies, world languages, and social/emotional development are equally important components of a preschool program.

**Criterion 1: The preschool curriculum is effective in helping children learn and develop.**

Not yet      In progress      Fully met

☐ 1☐ 2☐ 3

**Indicators:**

- ☐ The preschool curriculum meets the *Preschool Teaching and Learning Expectations: Standards of Quality*.
- ☐ The preschool curriculum meets the specific needs of the children in the district. For example, children with special needs and English language learners are naturally supported in the learning environment with adaptations and supports as necessary.
- ☐ The curriculum is being implemented as intended.
- ☐ Teachers are provided with the necessary resources to implement the curriculum.
- ☐ Teachers receive professional development that enables them to implement the curriculum as intended.
- ☐ Each class has an appropriately certified teacher and an assistant.
- ☐ The maximum number of students in a class is fifteen.
- ☐ Classroom facilities and other areas used by the children meet program standards.

**Program Area:**  
***Curriculum and Program-continued***

**Sources of Information:**

- Written approved curriculum
- Structured program observation instruments (such as Early Childhood Environmental Rating Scale (ECERS), Supports for Early Literacy Assessment (SELA), and Preschool Classroom Mathematics Inventory (PCMI), Preschool Quality Assessment (PQA)
- Lesson plans and observations
- Database containing teacher credentials
- Class roster outlining numbers of children per classroom
- DHS square footage requirements

**Program Area:**  
***Supporting English Language Learners***

Rationale: Best practice and research dictates that both English and the child's home language should be actively supported (McLaughlin, 1995, Snow, 1993; TESOL Standards). In order to be successful in U.S. schools and ultimately in the workplace, children need to be fluent in English but not at the expense of losing their first languages. Teachers need extra guidance and support to effectively create learning opportunities in the context of meaningful interactions and materials that focus on both first-language maintenance, as well as English proficiency.

**Criterion 1: All English language learners receive systematic support for language acquisition in their natural preschool environment.**

Not yet      In progress      Fully met

☐ 1      ☐ 2      ☐ 3

**Indicators:**

- ☐ Recommended strategies/techniques to support English language learners are followed as discussed in the *Abbott Preschool Program Implementation Guidelines* (Winter, 2003).
- ☐ Teachers receive professional development in the process of creating a language-rich environment that facilitates language learning of the child's home or primary language, as well as English.
- ☐ Structured observations are used to assess the degree to which English language students are supported in the classroom.

**Sources of Information:**

- Lesson plans and observations
- Professional development agendas and evaluations
- Structured program observation instruments

**Criterion 2: Children are encouraged to maintain their primary language both in school and at home.**

Not yet      In progress      Fully met

☐ 1      ☐ 2      ☐ 3

**Indicators:**

- ☐ Opportunities for children to utilize their primary language in oral and written form are made available on a daily basis.

**Program Area:**  
***Supporting English Language Learners-continued***

- ☐ Parents are made aware of the importance of maintaining both languages and are provided with examples of tools and techniques to extend this learning at home.

**Sources of Information:**

- Structured program observation instruments
- Samples of parent communication

**Criterion 3: The bilingual specialist master teacher fulfills the roles and responsibilities outlined in the *Abbott Preschool Implementation Guidelines*.**

Not yet

In progress

Fully met

☐ 1

☐ 2

☐ 3

**Indicators:**

- ☐ The bilingual specialist master teacher models, coaches and provides feedback to teachers in how to facilitate language acquisition and to promote oral language in the preschool setting.

**Program Area:**  
***Special Education***

**Rationale:** According to the *Individuals with Disabilities Act* (IDEA), every child who is eligible for special education services is entitled to a free and appropriate education in the least restrictive environment (LRE). Therefore, preschool children with disabilities should be afforded the opportunity to participate and interact with their peers who do not have disabilities in natural settings. Such settings include, but are not limited to, home and family, play groups, child care, nursery schools, Head Start programs, kindergarten and neighborhood school classrooms (CEC-DEC). Many positive outcomes have been reported that support these practices, including increased performance of disabled students and improved classroom behavior, as well as positive effects on the attitudes of typically developing students concerning children with disabilities.

**Criterion 1: Children with disabilities are included in general education classrooms to the maximum extent possible.**

Not yet      In progress      Fully met

☐ 1

☐ 2

☐ 3

**Indicators:**

- ☐ Children with disabilities are placed in general education classes in the proportion that they are found in the regular population.
- ☐ The general education staff are well trained and supported by special education specialists.
- ☐ Support services are in place to support individual student needs (e.g., occupational therapy, physical therapy, speech, preschool intervention & referral specialists).
- ☐ The classroom teacher has specialized knowledge about inclusion.
- ☐ Master teacher inclusion specialists are employed and have specialized knowledge in inclusion practices and provisions.
- ☐ The master teacher inclusion specialist provides appropriate guidance and information to general education teachers regarding the special education process.
- ☐ The classroom teacher collaborates with the child study team, master teacher, preschool intervention and

☐

**Program Area:**

***Special Education-continued***

referral specialists and parents as determined by the student's individualized education plan (IEP).

**Sources of Information:**

- Professional development plans
- Master teacher schedule and anecdotes
- Planning schedules
- Meeting schedules
- Database
- Three-year Operational Plan

**Criterion 2: A preschool intervention and referral team is fully staffed.**

Not yet

In progress

Fully met

☐ 1

☐ 2

☐ 3

**Indicators:**

- ☐ Preschool intervention and referral specialists have expertise in early childhood education and development.
- ☐ Preschool intervention and referral specialists confer regularly with the general education teachers and master teachers.
- ☐ The preschool intervention and referral specialists assist with transitions from one program to another.
- ☐ The preschool intervention and referral team should include the general education teacher, parent, child study team member(s) and other special education personnel.

**Sources of Information:**

- Schedules of classroom consultation times
- Meetings notes
- Professional development plan



**Program Area:**  
***Special Education-continued***

**Criterion 3: Integrated therapies are offered within the general education class.**

Not yet      In progress      Fully met

☐<sub>1</sub>      ☐<sub>2</sub>      ☐<sub>3</sub>

**Indicators:**

- ☐ The majority of therapies are carried out within the regular activities of the classroom.
- ☐ Therapists work directly within the classroom, modeling for the classroom teacher and providing consultation.

**Sources of Information:**

- Schedules of therapies
- Planning and consultation time
- Classroom observations

**Criterion 4: Administrative supports are in place that facilitate inclusion.**

Not yet      In progress      Fully met

☐<sub>1</sub>      ☐<sub>2</sub>      ☐<sub>3</sub>

**Indicators:**

- ☐ Meetings between early childhood and special education departments are regularly scheduled.
- ☐ Opportunities for collaboration and consultation among teachers, therapists and child study teams and preschool intervention & referral teams are built into school schedule.
- ☐ Effective horizontal articulation takes place regularly between district-operated programs and provider programs.

**Sources of Information:**

- Schedule of meetings
- Minutes

**Program Area:**  
***Staff Qualifications***

**Rationale:** “The quality of the staff is the most important determinant of the quality of an early childhood program,” (National Association for the Education of Young Children, 1998). Not only is it important for preschool classrooms to be staffed with individuals that have experience with young children, but also staff should have certification specific to early childhood. It is vital that all assistant teachers have at minimum a high school diploma or the equivalent.

**Criterion 1: All teachers hired after September 1999 have appropriate credentials and appropriate certification (Certificate of Eligibility with Advanced Standing or Certificate of Eligibility).**

Not yet

☐ 1

In progress

☐ 2

Fully met

☐ 3

**Indicators:**

- ☐ A database is used to document teacher credentials, consistent enrollment, and adequate performance in college courses.
- ☐ The district, along with community partners, has developed a mentoring plan for P-3 alternate route that has been approved by the Department of Education.

**Sources of Information:**

- Database
- Updated resumes of all teaching staff

**Criterion 2: In-district and community provider employees receive ongoing evaluations and reviews.**

Not yet

☐ 1

In progress

☐ 2

Fully met

☐ 3

**Indicator:**

- ☐ Steps and procedures to assess practice, facilitate professional development, and methods for removal from a position are in place and clearly defined.

**Criterion 3: All assistant teachers have a high school diploma or equivalent and meet DHS licensing requirements, where applicable.**

Not yet

☐ 1

In progress

☐ 2

Fully met

☐ 3

**Program Area:**  
***Staff Qualifications-continued***

**Indicators:**

- ☐ The district encourages assistant teachers to further their professional development and training.
- ☐ Assistant teachers working in a school-wide Title I school must meet NCLB requirements.
- ☐ A database is used to document the credentials of assistant teachers and any professional development training received.
- ☐ Assistant teachers are able to communicate with teachers, children and parents using English.

**Sources of Information:**

- Database

**Criterion 4: All directors of private providers will meet DHS requirements to complete the Directors Academy by September 2004.**

Not yet    In progress    Fully met    N A

☐<sub>1</sub>    ☐<sub>2</sub>    ☐<sub>3</sub>    ☐<sub>4</sub>

**Indicators:**

- ☐ A database is used to track participation in the Directors' Academy sponsored by DHS.
- ☐ All directors hired on or after January 1, 2006, will have a Bachelor's Degree in Early Childhood Education and the P-3 certificate and three years managerial and supervisory experience in a child care program or other related program.

**Sources of Information:**

- Database
- Director certificate

**Program Area:**  
***Staff Qualifications-continued***

	Not yet	In progress	Fully met
<b>Criterion 5: Master Teachers meet recommended qualifications.</b>	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3

**Indicators:**

- ☐ Master Teachers have received or are working towards becoming an Early Childhood Professional Development Fellow or the equivalent.
- ☐ Within the group of Master Teachers, there is expertise in bilingual education, special education, diverse learners and cross-curricular education.
- ☐ All Master Teachers have their P-3 certificates or equivalent experience.

**Sources of Information:**

- Master teacher qualifications
- Rosters of attendance at master teacher seminar

**Program Area:**  
***Professional Development***

**Rationale:** The preschool program should have a professional development plan directly related to the district's mission. It should include provisions for systematic ongoing training and be based on research on adult learning and children's development. In addition to identified basic training, a formal professional development needs assessment should be developed. Staff development geared specifically to the findings should be an integral part of the overall plan. Professional development should be geared toward helping children meet the standards outlined in the *Preschool Teaching and Learning Expectations: Standards of Quality* and should be available for district and provider teachers alike. The professional development plan should be expressly designed for both in-district and provider teachers, administrators and staff.

**Criterion 1: Professional development is based upon a needs assessment and is grounded in the knowledge base for preschool education.**

Not yet

☐ 1

In progress

☐ 2

Fully met

☐ 3

**Indicators:**

- ☐ A structured observation instrument or set of instruments is used to measure quality practices in preschool classrooms.
- ☐ The district has specific goals and provides training opportunities to improve in weak areas identified by use of the structured observation instrument and other information sources.

**Sources of Information:**

- Early Learning Improvement Consortium Reports (ELIC) (aggregated from structured observations)
- Analysis of data and written professional development plan

**Criterion 2: Professional development that includes the benefits of preschool education and the elements of an effective preschool is available.**

Not yet

☐ 1

In progress

☐ 2

Fully met

☐ 3

**Program Area:**  
***Professional Development-continued***

**Indicators:**

- ☐ Support staff, including lunch assistants, custodians, and bus drivers, receive information about interacting with young children.
- ☐ Appropriate district and provider administrators are knowledgeable about preschool, including topics such as preschool language and literacy, evaluating and observing preschool teachers, classroom management, adult-child interaction and the Expectations.
- ☐ Specialists (music, art, physical education, etc.) are knowledgeable about the specific standards and techniques in their areas for working with young children.
- ☐ Child study teams, social workers, and their administrators are aware of and implement appropriate assessments and intervention methods for young children.
- ☐ The 100 hours of professional development, over a five-year period for all certified district and provider teachers, required by the New Jersey Department of Education, is specifically articulated and aligned to the participants' identified needs and within the district's professional development plan.
- ☐ A database is used to document teacher professional development.
- ☐ All district and provider teachers attend formal and informal training sessions based on the needs assessment.

**Sources of Information:**

- Professional development agendas and evaluations
- Spreadsheet
- Certificates

**Program Area:**

***Professional Development-continued***

	Not yet	In progress	Fully met
<b>Criterion 3:</b> Master Teachers fulfill the roles and responsibilities outlined in the <i>Abbott Preschool Program Implementation Guidelines</i> (Winter, 2003).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

**Indicators:**

- ☐ Master Teachers systematically plan and document interactions.
- ☐ Master Teachers model, coach and provide feedback to teachers in preschool programs regarding developmentally appropriate practice.
- ☐ Master Teachers with specific expertise (e.g. inclusion, bilingual education, math curriculum) provide consultation to other master teachers and to teachers district-wide, when appropriate.
- ☐ Master Teachers coordinate and articulate the professional development plan for all early childhood education teaching staff.
- ☐ Master Teachers provide classroom teachers with individualized follow-up support which is documented and appropriate to the teacher's stage of development.

**Program Area:**  
***Child Screening***

**Rationale:** According to the National Research Council (2002), locally driven, universal screening of young children is associated with better outcomes for all children, and will help identify those most at risk for achievement and behavior problems. It is required that all three- and four-year-old children in an Abbott preschool program be administered an initial screening. This information is never used to determine or deny placement. Rather, it is used to determine if a child is within the: 1) normal range of development, 2) re-screen range or 3) refer range, demonstrating the need for referral for a special education evaluation as explained by the screening instrument.

**Criterion 1: A system of screening is in place.  
Screening instruments are carefully  
selected and used appropriately.**

Not yet      In progress      Fully met

☐ 1

☐ 2

☐ 3

**Indicators:**

- ☐ National Association for the Education of Young Children “Guidelines for Assessment in Programs Serving Children Ages 3 through 8” are followed (NAEYC Position Statement, 1990).
- ☐ Screening instruments are administered upon entry or within the first few weeks of school.
- ☐ Only screening instruments with the following characteristics are used (Meisels & Atkins-Burnett, 1994):
  1. They sample development tasks rather than academic readiness skills.
  2. They focus on performance in a wide range of areas of development including speech, language, cognition, perception, affect (social-emotional), gross and fine motor skills.
  3. They include information about how the test was developed, the sample population, and its validity and reliability.
- ☐ Screening is used to determine if further diagnosis is necessary; it is never used as a sole means of identifying children needing special services.



**Program Area:**  
***Child Screening-continued***

- ☐ Children who fall into the "re-screen" category are screened within the time frame recommended by the screening instrument (usually within six weeks).
- ☐ Children, who fall into the "refer" category, after parental consent, are immediately referred to the child study team (via written referral) for further, more in-depth evaluation.
- ☐ Parents are advised as to the purpose and results of the screening and notified both before and after the screening takes place.

**Sources of Information:**

- Summaries of screening results
- Samples of parent communications
- Samples of Child Study Team communications
- Screening instruments and documentation
- Operational plan

**Program Area:**  
**Child Assessment**

**Rationale:** Assessment of young children is an ongoing process which includes identifying, collecting, describing, interpreting, and applying classroom-based evidence of early learning in order to make informed instructional decisions. This evidence may include records of children's conversations, their drawings, constructions, photographs, and anecdotal notes describing their behaviors. The primary purpose of the assessment of young children is to help educators determine appropriate classroom activities for individuals and groups of children and to inform training.

**Criterion 1:** *Performance-Based Assessment (PBA) is used appropriately and regularly to support each child's unique learning and developmental growth.*

Not yet

In progress

Fully met

☐ 1

☐ 2

☐ 3

**Indicators:**

☐ *National Association for the Education of Young Children "Guidelines for Assessment in Programs Serving Children Ages 3 through 8" are followed (NAEYC Position Statement, 1990).*

☐ *Portfolios of children's work are kept on a regular basis for every child and clearly illustrate and document children's development over a period of time.*

☐ *Observations of children are intentional and use some of the following techniques while documenting progress across domains: rating forms, photography (with permission), narrative description, anecdotes, videotaping, tape recording and journals.*

☐ *Information gathered about children is used when planning instruction and daily activities.*

☐ *The collections and observations are used in communications with both parents and staff (e.g., Child Study Team, special educators, and therapists).*

☐ *The results of the PBA are considered when planning professional development activities to further enhance teaching practices (e.g., information on supporting English language learners' language arts/literacy skills). \**

*\* Criterion in italics represent new standards that may not be in effect until Phase II.*

**Program Area:**  
***Child Assessment-continued***

☐ *Items in children's portfolios are clearly aligned with the Preschool Teaching and Learning Expectations: Standards of Quality.\**

*\* Criterion in italics represent new standards that may not be in effect until Phase II.*

**Sources of Information:**

- Portfolios
- Written observations
- Pre-existing Performance-Based Assessments, e.g., Work Sampling System, Child Observation Record
- Lesson plans
- Written communications and plans

**Program Area:**  
***Health and Food Services***

**Rationale:** “The provision of a safe and healthy environment is essential. No amount of good curriculum planning or positive adult-child interaction can compensate for an environment that is dangerous for children. Good quality early childhood programs act to prevent illness and accidents, are prepared to deal with emergencies should they occur, and also educate children concerning safe and healthy practices” (NAEYC, 1998). Children must also receive proper nutrition and learn safety procedures and healthy eating habits within and outside of the classroom environment.

**Criterion 1: The educational process is strengthened and facilitated by improving and protecting the health status of children.**

Not yet      In progress      Fully met

☐ 1

☐ 2

☐ 3

**Indicators:**

- ☐ The program is designed to help children reach and maintain the *Preschool Teaching and Learning Expectations: Standards of Quality* for health, safety and physical education.
- ☐ Individual child health records are up to date and allergies or other health issues are clearly stated.
- ☐ Nurses are available at a ratio of 1:300 students and serve district and provider children.
- ☐ Parents and teachers receive a written policy related to child illness and school attendance.
- ☐ Health examinations are conducted for each Abbott child entering preschool: vision, hearing, dental, height, and weight screenings.

**Sources of Information:**

- Nurses
- Health records
- Policy handbook or parent handbook
- ECERS-R
- Current license/inspection: DHS

**Program Area:**

***Health and Food Services-continued***

Not yet      In progress      Fully met

**Criterion 2: Children receive adequate nutrition.**

☐ 1

☐ 2

☐ 3

**Indicators:**

- ☐ Weekly/monthly menu outlining both meals and snacks meets the nutritional requirements recommended by the Child Care Food Program of the United States Department of Agriculture.
- ☐ Weekly/monthly menus are available for parents.
- ☐ Parents are given guidelines and policies related to nutrition.

**Sources of Information:**

- Child care food program
- ECERS-R, if available
- National food program

**Program Area:**  
***Parent Involvement***

**Rationale:** Supportive partnerships around the child provide the type of environment in which families, schools, and the community work together to achieve and sustain shared goals for children. Ongoing communication and interaction encourages appropriate and effective learning opportunities for children. A well-defined plan is required for incorporating a wide range of family involvement and educational opportunities into the preschool program. With systematic coordination between home and school we can more meaningfully support all aspects of the child's life. If educators and parents work together, children have a greater chance of reaching their maximum potential.

**Criterion 1: There are multiple opportunities for parents to be involved.**

Not yet

In progress

Fully met

☐ 1☐ 2☐ 3

**Indicators:**

- ☐ Family worker and/or social worker serves as a conduit between families and the identification and attainment of necessary services.
- ☐ Parents volunteer in the classroom as helpers or by contributing and participating in other ways.
- ☐ Parent meetings and workshops are offered at convenient times in order to allow for greater participation.
- ☐ Parent activities are culturally diverse and multilingual.

**Criterion 2: Direct two-way communication with parents takes place regularly.**

Not yet

In progress

Fully met

☐ 1☐ 2☐ 3

**Indicators:**

- ☐ Flexible scheduling is available for parent teacher conferences.
- ☐ Parents receive a procedure and policy handbook.

**Program Area:**  
***Parent Involvement-continued***

- ☐ Written communication related to the child is used as needed and presented in native language when necessary.
- ☐ Parents are represented on the Early Childhood Advisory Council.
- ☐ Information about the child and feedback about the program is solicited from the parents at school entry and throughout the year.

**Sources of Information:**

- Parent handbook
- Parent involvement plan
- Parent/teacher conference records
- Teacher log of parent contacts
- Registration/enrollment form
- Attendance records

**Criterion 3: Family workers and/or social workers are active participants in the preschool program.**

Not yet

In progress

Fully met

☐ 1

☐ 2

☐ 3

**Indicators:**

- ☐ Family workers and social workers assist parents with obtaining services within the school district and the community.
- ☐ Parents request the services of family workers and social workers, as needed.

**Sources of Information:**

- Weekly log/schedule
- Parent survey
- Community needs assessment

**Program Area:**  
***Program Evaluation***

**Rationale:** Program evaluation should be ongoing and include the input of the Early Childhood Advisory Council, administrators, provider and district teachers, aides, parents, and other support staff. All forms of program evaluation should be set up in a manner that allows honest and anonymous input. Information gathered from program evaluations should be used to improve the quality of the program, as well as identify and build upon strengths.

**Criterion 1: A self-study is completed with guidance provided by the Department of Education.**

Not yet

In progress

Fully met

☐ 1☐ 2☐ 3

**Indicator:**

- ☐ Results of self-study inform the Three-year Preschool Operational Plan.

**Sources of Information:**

- Self-study

**Criterion 2: The preschool program is evaluated annually.**

Not yet

In progress

Fully met

☐ 1☐ 2☐ 3

**Indicators:**

- ☐ Early Childhood Advisory Council, administrators, provider and district teachers, aides, parents, and other support staff are an integral part of the evaluation process.
- ☐ The advisory council assists when analyzing collected data and makes program adjustments, as necessary.
- ☐ NAEYC's "Guidelines for Assessment in Programs Serving Children Ages 3 through 8" are followed (NAEYC Position Statement, 1990).
- ☐ Performance-based assessment data is examined by the district collectively and used to inform professional development plans.



**Program Area:**

***Program Evaluation-continued***

- ☐ If a standardized test is required, a sampling method is used to minimize testing time and associated effort.

**Sources of Information:**

- Surveys
- Minutes of staff and advisory council meetings

## Supporting References

Office of Early Childhood Education – New Jersey Department of Education (2003). *Abbott Preschool Program Implementation Guidelines*. Trenton, NJ: New Jersey Department of Education.

Office of Early Childhood Education – New Jersey Department of Education (2002). *Preschool Teaching and Learning Expectations: Standards of Quality*. Trenton, NJ: New Jersey Department of Education.

National Association for the Education of Young Children (1990). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8: A Position Statement for the National Association for the Education of Young Children. Washington, DC.

National Association for the Education of Young Children (1998). Accreditation Criteria & Procedures of the National Association for the Education of Young Children. Washington, DC.

DISTRICT : \_\_\_\_\_

• **Mission / Philosophy**

<b><u>Criterion 1:</u></b> Mission statement	<b><u>Phase I</u></b>			<b><u>Phase II</u></b>		
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>						

• **Administration**

<b><u>Criterion 1:</u></b> Administrator's proper qualifications	<b><u>Phase I</u></b>			<b><u>Phase II</u></b>		
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>						

<b><u>Criterion 2:</u></b> Principals' early childhood experience	<b><u>Phase I</u></b>				<b><u>Phase II</u></b>			
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	N/A 4 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	N/A 4 <input type="checkbox"/>
<b>Comments:</b>								

<b><u>Criterion 3:</u></b> Fiscal specialist preschool program knowledge	<b><u>Phase I</u></b>			<b><u>Phase II</u></b>		
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>						

DISTRICT : \_\_\_\_\_

<u>Criterion 4: Professional accounting standards</u>	<u><b>Phase I</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□	<u><b>Phase II</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□
<b>Comments:</b>		
<u>Criterion 5: Analyzing provider budgets and financial reports</u>	<u><b>Phase I</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□	<u><b>Phase II</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□
<b>Comments:</b>		
<u>Criterion 6: Tracking and certification</u>	<u><b>Phase I</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□	<u><b>Phase II</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□
<b>Comments:</b>		

• **Recruitment and Outreach**

<u>Criterion 1: Recruitment strategies</u>	<u><b>Phase I</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□	<u><b>Phase II</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□
<b>Comments:</b>		

DISTRICT : \_\_\_\_\_

<u>Criterion 2:</u> Enrollment data	<b><u>Phase I</u></b>			<b><u>Phase II</u></b>		
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>						

- **Facilities**

<u>Criterion 1:</u> Long range facility plan	<b><u>Phase I</u></b>			<b><u>Phase II</u></b>		
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>						

<u>Criterion 2:</u> Assess adequacy of facilities	<b><u>Phase I</u></b>			<b><u>Phase II</u></b>		
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>						

- **Community Collaboration**

<u>Criterion 1:</u> Advisory Council	<b><u>Phase I</u></b>			<b><u>Phase II</u></b>		
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>						

DISTRICT : \_\_\_\_\_

<u>Criterion 2:</u> Meetings with providers	<b><u>Phase I</u></b>			<b><u>Phase II</u></b>		
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>						

  

<u>Criterion 3:</u> Goals of community	<b><u>Phase I</u></b>			<b><u>Phase II</u></b>		
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>						

• **Head Start:**

<u>Criterion 1:</u> Full inclusion of Head Start	<b><u>Phase I</u></b>				<b><u>Phase II</u></b>			
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	N/A 4 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	N/A 4 <input type="checkbox"/>
<b>Comments:</b>								

• **Curriculum and Program**

<u>Criterion 1:</u> Preschool curriculum	<b><u>Phase I</u></b>			<b><u>Phase II</u></b>		
	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>	Not Yet 1 <input type="checkbox"/>	In Progress 2 <input type="checkbox"/>	Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>						

DISTRICT : \_\_\_\_\_

• **Supporting English Language Learners:**

<u>Criterion 1:</u> Systematic support in natural environment	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>		
<u>Criterion 2:</u> Primary language maintained	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Full Met 3 <input type="checkbox"/>
<b>Comments:</b>		
<u>Criterion 3:</u> Bilingual specialist master teacher role	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Full Met 3 <input type="checkbox"/>
<b>Comments:</b>		

• **Special Education:**

<u>Criterion 1:</u> Children with disabilities included to maximum extent	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Full Met 3 <input type="checkbox"/>
<b>Comments:</b>		

DISTRICT : \_\_\_\_\_

<b>Criterion 2:</b> Preschool intervention and referral team is fully staffed	<b><u>Phase I</u></b>  Not Yet      In Progress      Fully Met 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<b><u>Phase II</u></b>  Not Yet      In Progress      Full Met 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
<b>Comments:</b>     		
<b>Criterion 3:</b> Therapies are offered within general education class	<b><u>Phase I</u></b>  Not Yet      In Progress      Fully Met 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<b><u>Phase II</u></b>  Not Yet      In Progress      Full Met 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
<b>Comments:</b>     		
<b>Criterion 4:</b> Administrative supports for inclusion in place	<b><u>Phase I</u></b>  Not Yet      In Progress      Fully Met 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<b><u>Phase II</u></b>  Not Yet      In Progress      Full Met 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
<b>Comments:</b>     		

• **Staff Qualifications:**

<b>Criterion 1:</b> Teacher certification	<b><u>Phase I</u></b>  Not Yet      In Progress      Fully Met 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<b><u>Phase II</u></b>  Not Yet      In Progress      Full Met 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
<b><u>Comments:</u></b>     		



DISTRICT : \_\_\_\_\_

<u>Criterion 2:</u> Employees evaluations and reviews	<u><b>Phase I</b></u>  Not Yet      In Progress      Fully Met 1□              2□              3□	<u><b>Phase II</b></u>  Not Yet      In Progress      Fully Met 1□              2□              3□
<b>Comments:</b>          		
<u>Criterion 3:</u> Assistant teachers requirements	<u><b>Phase I</b></u>  Not Yet      In Progress      Fully Met 1□              2□              3□	<u><b>Phase II</b></u>  Not Yet      In Progress      Fully Met 1□              2□              3□
<b>Comments:</b>          		
<u>Criterion 4:</u> Completion of Directors' Academy	<u><b>Phase I</b></u>  Not Yet    In Progress    Fully Met    N/A 1□          2□          3□          4□	<u><b>Phase II</b></u>  Not Yet    In Progress    Fully Met    N/A 1□          2□          3□          4□
<b>Comments:</b>          		
<u>Criterion 5:</u> Master Teachers qualifications	<u><b>Phase I</b></u>  Not Yet      In Progress      Fully Met 1□              2□              3□	<u><b>Phase II</b></u>  Not Yet      In Progress      Fully Met 1□              2□              3□
<b>Comments:</b>          		

DISTRICT : \_\_\_\_\_

• **Professional Development:**

<u>Criterion 1:</u> Professional development	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>		
<u>Criterion 2:</u> Benefits of professional development	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>
<b>Comments</b>		
<u>Criterion 3:</u> Role of Master Teachers	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>		

• **Child Screening:**

<u>Criterion 1:</u> Screening	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>		

DISTRICT : \_\_\_\_\_

• **Child Assessment:**

<u>Criterion 1</u> : Performance-based assessment	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> NotYet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>     		

• **Health and Food Services:**

<u>Criterion 1</u> : Protecting health status of children	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> NotYet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>     		
<u>Criterion 2</u> : Nutrition	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>     		

• **Parent Involvement:**

<u>Criterion 1</u> : Opportunities for parent involvement	<b><u>Phase I</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>	<b><u>Phase II</u></b> Not Yet 1 <input type="checkbox"/> In Progress 2 <input type="checkbox"/> Fully Met 3 <input type="checkbox"/>
<b>Comments:</b>     		

DISTRICT : \_\_\_\_\_

<u>Criterion 2:</u> Two-way communication	<u><b>Phase I</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□	<u><b>Phase II</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□
<b>Comments:</b>		

  

<u>Criterion 3:</u> Family workers/ social workers participate	<u><b>Phase I</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□	<u><b>Phase II</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□
<b>Comments:</b>		

• **Program Evaluation:**

<u>Criterion 1:</u> Self study by DOE	<u><b>Phase I</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□	<u><b>Phase II</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□
<b>Comments:</b>		

  

<u>Criterion 2:</u> Annual preschool program evaluation	<u><b>Phase I</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□	<u><b>Phase II</b></u> Not Yet 1□    In Progress 2□    Fully Met 3□
<b>Comments:</b>		